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ABSTRACT

Students must understand that sexual harassment is a big deal, and that it is against the law. To facilitate discussion on this serious subject, this booklet contains materials for a sexual harassment course designed for middle school and high school students. A video, "STOP IT! Students Speak Out About Sexual Harassment," is designed to be used with the curriculum; it features Iowa high school students discussing harassment from the viewpoint of both the victim and the harasser. The training manual begins by presenting the issue of sexual harassment to the student: what it is, how to recognize it, and how to prevent it. Examples of discrimination are presented and harassment is defined. The difference between sexual harassment and flirting is discussed; guidelines are outlined to distinguish if a behavior has become sexual harassment. The underlying causes and persisting assumptions about sexual harassment are examined. The emotional affect on the victim is emphasized, and the curriculum concludes by outlining strategies to prevent and stop sexual harassment in schools. Case studies, transparency and brochure masters, a summary of laws concerning harassment, a glossary, additional projects, surveys, and a model school policy on comprehensive harassment are included in the appendix. (MKA)

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ED 420 826

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NO BIG DEAL

A Sexual Harassment Training Manual

for Middle School and High School Students

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INTRODUCTION

This booklet contains materials for an approximate three-hour course for middle school and high school students. If the facilitator wishes to expand beyond three class periods, additional activities and materials are included in the appendix. Please feel free to adapt the materials to fit your particular needs and schedule. BE SURE TO INCLUDE A COPY OF YOUR DISTRICT'S POLICY ON HARASSMENT AND THE GRIEVANCE PROCEDURE with the packet of materials you print for the students. If the district does not have such a policy, final activities should include formulating a model policy and planning a presentation to administrators and the school board.

Transparency masters, surveys, and the like, are to be found in the appendix. Facilitators may wish to include their own copies of newspaper clippings and magazine articles on the topic of sexual harassment.

The video **STOP IT! Students Speak Out About Sexual Harassment** is designed to be used as an introduction to this curriculum and/or to provide review or provoke discussion. This is a factual film featuring Iowa high school students talking about harassment from the viewpoint of both the victim and the harasser. In their own unrehearsed words, they tell the truth about a problem too long ignored. A copy of the video can be obtained from your Area Education Association media center. It is also suggested that the video is an excellent vehicle to use with civic organizations, churches, PTA's, and the like, to help explain the nature of the problem...and to help clarify the misconception that sexual harassment is strictly "a women's issue."

It is also suggested that the facilitator might wish to examine a copy of **Sexual Harassment: An Abuse of Trust (A Report on a Statewide Survey of Sexual Harassment in Iowa High Schools.)** This is also be available from your AEA. This document negates the frequent contention that Iowa schools are innocent of sexual harassment and reveals that 83% of Iowa high school girls and 62% of Iowa high school boys claim to have been sexually harassed.

You are reminded that although this curriculum is concerned with sexual harassment, it is the policy of the Department of Education to include discussions of harassment on the basis of race, color, creed, religion, national origin, gender, age, disability, and marital status (all of which are protected by law). Issues of harassment on the basis of non-protected classes may also arise in a classroom discussion, and the facilitator may wish to consider how to address these questions.

For several years, various agencies across the nation have produced materials, assorted articles, curricula, manuals, and brochures concerned with the growing problem of sexual harassment. Gratitude is extended to these pioneers. Their research and writing has contributed greatly to information about sexual harassment.

Sincerest thanks to the Departments of Education of Minnesota, Michigan, Wyoming, Nebraska, and Massachusetts; the American Association of University Women; the AAUW, Iowa Chapter; The Center for Research on Women, Wellesley College; the National Coalition for Sex Equity in Education; and the Iowa Commission on the Status of Women for ideas, materials and inspiration.

New materials were developed and and other materials edited by Molly C. Wheeler.

Questions regarding the use of this booklet may be directed to:

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TO THE FACILITATOR

Sexual harassment is not an easy topic to discuss. Sometimes people get angry or feel threatened by such discussions. Sometimes they get embarrassed or indicate anxiety. Your behavior as role model will set the stage for classroom activities and will, in large part, serve to make students feel more or less comfortable when using this curriculum.

Consequently, before you begin the opening session, take a few days to examine your personal behaviors and feelings regarding sexual harassment. Listen to what you say in interactions with students and colleagues; observe your physical demeanor with students and friends. In other words, watch yourself as if you were an actor on a stage, and identify your own behaviors which might be classified as potentially harassing. Model the behavior you expect from students, and keep your own bias out of the school environment.

Since research has shown that most cases of sexual harassment in schools take place in classrooms and hallways, look around you; examine those environments with a new perspective. Do not allow sexist and harassing behaviors to occur without immediate redress. You are responsible for being aware, for aiding victims and for teaching harassers.

Sexual harassment is a serious subject that deserves serious thought and discussion; however, some students may react to classmates' comments with giggling or other inappropriate behavior. Deal with this immediately. Remember that some of your students may be victims of abuse or harassment, and it is imperative that they be treated with respect and consideration.

Although it is not suggested that levity be completely absent from your class sessions, an atmosphere where joking and laughter become the controlling element is not recommended either. The students must understand that sexual harassment **IS A BIG DEAL, AND THAT IT IS AGAINST THE LAW - AND FOR VERY GOOD REASONS!**

Students should be divided into groups before class begins. Make sure that when you place students into discussion or work groups, there is equal representation between genders, minorities, and socio-economic status.

The text of the script does not have to be delivered *verbatim*. It may serve as a guide for your own remarks. However, if you wish, the bold-face script may be used as is. It will provide a complete text. The sections of the script which are NOT in bold-face are "stage directions," if you will. Those lines will cue you as to what actions will be needed in the immediate future...and will tell you exactly when to show the transparencies and when to stop for discussions.

The accompanying video, **STOP IT! Students Speak Out About Sexual**

Harassment can be copied by your school if you wish to have a copy on hand permanently. It can be used in a number of ways. It is a good "opener" for teaching the curriculum, and it should probably be referenced and reviewed occasionally during discussion. The curriculum makes specific suggestions for its use.

PLEASE BE AWARE that the video contains discussion between students. Consequently, some of their comments may need clarification and explanation for your classes. For example, it is necessary to discuss the young man's comment about "grabbing" girls who wear particular outfits. It should be pointed out that such "grabbing" behavior may invite assault and battery charges. It should also be mentioned that the young woman's comments about "not minding when her boyfriend puts his arm around her waist" need clarification. Remember to point out that what may be acceptable behavior in some private contexts may not be acceptable behavior in public contexts and may invite harassment charges from an observing party.

NO BIG DEAL

For the next several days we're going to be talking about sexual harassment: what it is, how we can learn to recognize it, and how we can prevent it. Sometimes students will say sexual harassment is no big deal in their lives. But most of us have seen newspaper stories about sexual harassment. Some of us have read magazine articles about it. Some of us may have heard stories from friends who have been sexually harassed or maybe we, ourselves, have been victims of harassment. It's even possible that some of us may have participated in sexually harassing another person.

Consequently, sexual harassment is not an easy subject to talk about because it can cause strong feelings in people. Some people get embarrassed; some people get mad; others may feel very threatened; still others want to kid around and make jokes. Not everyone even knows what sexual harassment is.

Get Transparency #1 ready.

The truth is that sexual harassment is a big problem, a complex problem, that affects all of us, adults and students alike. We've known for a long time that sexual harassment has been a problem for adults...at college, in vo-tech schools, and at work. Now we've come to realize that sexual harassment has been a problem for students as well...in the hallways, on school buses, in the classrooms...even on elementary school playgrounds and in kindergarten classes!

Sexual harassment is not a joke; it IS a big deal; IT IS AGAINST THE LAW! Consequently, students should understand that as residents of the United States and regardless of their age, they are empowered to take action against harassers. It is also important for harassers to understand that, regardless of their age, punitive action can be taken against them.

So, let's begin at the beginning: how do we pronounce the word that we're going to discuss? Is it "hah-RAS" with the accent on the second syllable? Or is it "HAR-as" with the accent on the first syllable?

Actually, either pronunciation is correct and equally acceptable. Some people can't decide which way to pronounce the word, and so they use both pronunciations interchangeably. A national news anchor once pronounced it both ways within the same sentence!

The word "harassment" comes from the Old French, *"harer"* which means "to set a dog on someone." A common dictionary definition is "to annoy persistently."

Show Transparency # 1.

The most commonly accepted definition of sexual harassment in a school environment is the one you see on the overhead. This is a slight variation of the first official United States Government definition from the Equal Employment Opportunity Commission guidelines which dealt with harassment in the work-place. Just about the only change to be found is the substitution of the word "education" for the original word "work-place."

The following is the text of the overhead.

> **Sexual harassment includes "unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature," when:**
>
> ***Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;**
>
> ***Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's**

education;

***The conduct or communication has either the purpose or effect of substantially interfering with a person's education; or**

***The conduct or communication creates an intimidating, hostile, or offensive educational environment.'**

This concludes the text of the transparency.

Sexual harassment is against the law (illegal) under Title VII and Title IX, The Civil Rights Act of 1964, and all manner of state laws.

It is a form of sexual discrimination which means that people are treated differently because of their sex. For example, men usually make more money than women; women usually get the children in a divorce. (Minnesota Dept. of Education) Let's make a list of other examples of discrimination.

Teacher will write items on board. Short discussion should ensue.

Now that we've looked at some examples of discrimination and at a general definition of harassment, we need to understand what each other is thinking about before we go any further in our discussion.
What I want you to do now is to work with the other students in your group to come up with a list of behaviors which you consider to be sexually harassing. These behaviors should be examples which you have observed in real life, behaviors you have seen at school or at work...or somewhere else for that matter. An example might be a person who receives whistles and sexual comments when walking by a construction site or someone who is de-pantsed in gym class. It's important to remember that sexual harassment is any sexual attention YOU don't want. It can come from anybody: other students, a boss, a teacher, ANYBODY!

Facilitator may wish to remind the class of the definition of sexual harassment mentioned in the video: "How YOU feel is harassment" and harassment can be "not only unwelcome contact, but graffiti and rumors"

as well.

Teacher will remind groups that one person is to write the lists and another person will read the lists to the class. Teacher will select items from lists when they are read to the class and write the items on the board. Discuss the lists. Do not erase the board.

These lists will probably include touching, cornering, pinching, comments, jokes, rumors...and may very likely include assault and battery. The facilitator is reminded to attempt to remain objective.

There's another kind of behavior that occurs frequently between people. It's called 'flirting.' In your groups, make a list of flirting behaviors you have observed ...at school, at work, anywhere.

Hear reports from group. Lists should include touching, comments, certain looks, rumors, notes, jokes.

When we examine these lists, we observe that there are some similarities between sexual harassment and flirting. For example: touching someone may be sexually harassing; it may also be flirting. Certain looks may be flirting; others may be sexually harassing. Is this beginning to get confusing? It will clear up in just a minute when we make one more list. This time we will list the differences between sexual harassment and flirting. One of the primary differences between sexual harassment and flirting is the way it makes us feel. For example, sexual harassment makes us feel bad; flirting makes us feel good.

If students appear to be having difficulty with this assignment, go to Transparency # 2. Use the transparency as a basis for class discussion.

The following is the text of Transparency 2:

SEXUAL HARASSMENT	**FLIRTING**
Feels bad	**Feels good**
one sided	**reciprocal**

is degrading	**is a compliment**
power based	**in control**
unwanted	**wanted**
demeaning	**flattering**
angry/sad	**happy**
negative self-esteem	**positive self-esteem**
ILLEGAL	**LEGAL**

This concludes the text of the transparency.

Here's another question for you to think about? Is it possible that a situation could begin as a flirtation and then change into sexual harassment? Can you think of any examples where this might occur?

If students are able to supply good examples, use them as basis for class discussion. Remember to give them a moment to think! The following scenario may be used if ideas are slow in coming:

Joan, a sophomore girl with very little dating experience, is pleased when Kevin, a popular senior boy, stops by her locker to chat. He tells her he particularly likes her hair style and the shade of blue she is wearing. She replies in kind, telling Kevin how much she enjoyed seeing him play football the previous Friday night. When the bell rings, Kevin gives her hand a parting squeeze, and they go to class.

The next day, Kevin again approaches Joan, but this time in a much more forceful manner. He "pins" her against her locker by placing his palms flat against the door, and when Joan asks to be released, Kevin laughs and refuses to move until the bell rings.

For several days, Kevin continues to monopolize Joan between classes,

his comments laced with sexual suggestions. In desperation, Joan threatens to seek help from the principal if Kevin doesn't cease bothering her. Although he does release her, Kevin's reaction is to become very angry. He continues to pass her locker frequently, each time commenting loudly that she is a "tease," or sometimes using vulgar epithets, then whispering something to his companions which causes their loud laughter.

Think about this for a moment: flirting relates to sexual attraction. Right? However, sexual harassment DOES NOT always relate to sexual attraction. In fact, sexual harassment can be a type of sexual abuse. Sexual harassment is frequently motivated by power and has none of the equality and plain, old FUN of flirting.

Check to see if Transparency #3 is ready.

Are you ready for the Big Question? Here it is: how do we tell when behavior is or becomes sexual harassment? The answer lies in

Show Transparency #3.

Check to see if Transparency #4 is ready.

The following is the text of the transparency.

THE EYE OF THE BEHOLDER!

This concludes the text of the transparency.

This means that it is the VICTIM of harassment, not the harasser, who gets to decide whether a particular behavior is harassing, that is, "unwelcome." Therefore, if you are in doubt about what you're going to do...DON'T. The criteria for determining whether behavior is harassing is mostly 'good manners.'

Remind students of the boy in the video who said, "Think before you act" and of the words of the equity consultant: "When in doubt, don't."

Show Transparency #4.

The following is the text of the transparency:

ASK YOURSELF THESE QUESTIONS:

1. **Would I behave this way in front of my parents, teachers, significant-other?**
2. **Would I want a picture/story of my behavior published in tomorrow's newspaper?**
3. **Would I like it if someone behaved this way to my sister, brother, ME?**

This concludes the text of the transparency.

Ask yourself questions like these: Would I behave this way if my parents, teachers, significant-other were standing by my side? Would I behave this way if a newspaper story giving details of my behavior were to be published tomorrow morning? Would I want someone else to behave this way toward my sister, brother, significant-other? etc. If you can honestly answer 'yes' to those questions, then your behavior is probably okay. If you can't answer 'yes' to those questions, then you should probably rethink your behavior.

(There is a sexual harassment survey which may be used here if the facilitator feels students need practice in the recognition of sexual harassment. If the survey is not to be used now, continue with the main text.

No names are to be placed on the papers. When everyone has completed the survey, oversee an anonymous exchange of papers.
When the facilitator reads a correct answer, students are to raise their hands to indicate the response on "their" paper.

If you prefer to wait to do the questionnaire, continue with the main text.)

You are about to receive a summary of major laws which deal with sexual harassment.

(Distribute summaries.)

You will notice that these are not complete texts of the laws by any means. These are merely descriptions of some major laws concerning harassment which affect Iowa schools. These laws serve to empower students as well as adults.

If you have completed the Survey Activity, you may wish to distribute the following handout for out-of-class reading. If you are delaying the Survey until the next class meeting, you may prefer to review the Laws in class.

The following is the text of the handout. Only the text copy includes some additional explanation you may wish to use.

SUMMARY OF PRIMARY LAWS CONCERNING HARASSMENT

Federal Legislation:

Title IX of the Educational Amendments of 1972

This is a federal law that prohibits discrimination on the basis of sex against students in educational programs within educational agencies which receive federal funds. This covers admissions, access to courses, programs, and school activities, as well as board and administrative policies.The agency responsible for enforcement is the Region VII Office for Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Please see BROCHURE for addresses and telephone numbers.

Examples of situations which could be covered by this law might include prohibiting girls from taking vocational courses such as agriculture and auto mechanics, or boys from taking courses in child care or sewing; prohibiting pregnant or married students from attending regular classes; giving an advantage to boys or girls in sports by such activities as unfair scheduling of games and practices, money spent on equipment, number of coaches and assistants.

Title VII of the Civil Rights Act of 1964

Title VII prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in educational agencies with 15 or more employees. Areas such as recruitment, hiring, promotion, salaries, benefits, and retirement are covered. The agency responsible for enforcement is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

This law includes such practices as providing unequal pay for male and female coaches; promoting only males to supervisory positions; asking female job applicants about birth control practices or child-care provisions; inquiring as to the religious practices of prospective employees; failing to consider minority applicants.

Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984. These prohibit discrimination on the basis of sex in vocational education programs. The law requires components on nondiscrimination in all vocational education plans.

Iowa State Legislation:

Chapter 280.3 - Uniform School Requirements - Iowa Code.

Chapter 280.3 prohibits discrimination on the basis of race, color, creed, sex, marital status or national origin in the public schools of Iowa. It covers all components of the educational program. The Iowa Civil Rights Commission and the Iowa Department of Education are the enforcement and monitoring agencies respectively for this legislation.

Chapter 601A.9 - Civil Rights Commission - Iowa Code

This section of the Code prohibits discrimination on the basis of race, sex,

national origin, creed, color, religion, disability, and parental/family, or marital status in educational programs in the state of Iowa. It includes admission and recruiting, intramural and interscholastic athletics, employment and all educational programs.

The enforcement agency is the Iowa Civil Rights Commission. The Department of Education has monitoring and technical assistance responsibilities.

Section 19B.11 Iowa Code. This legislation confirms the state policy of nondiscrimination in employment in school districts, area education agencies, and merged area schools. It requires that the State Board of Education adopt rules requiring affirmative employment strategies in the recruitment, appointment, assignment, and advancement of personnel. It covers race, creed, color, religion, national origin, sex, age, and disability.

Additionally, there are many state tort laws which can be invoked with regard to sexual harassment.

NO BIG DEAL

Part 2

If the Sexual Harassment Survey has not been used yet, begin with it now. No names are to be placed on the papers. When everyone has completed the answers, oversee an anonymous exchange. When the facilitator reads the correct answer to a question, students are to raise their hands to indicate the answer on "their" paper. An interesting exercise is to have students defend the answer on the paper in their hands regardless of whether they agree with it. OR, the facilitator may wish to share the correct answers only after class discussions have taken place. It is important to have students discuss reasons why various "wrong" answers were given.

Get Transparencies #5, #6, and #7 ready.

It is generally conceded that the basic cause of most sexual harassment is inequality between the sexes. Many times this is hard to recognize because it is something so pervasive in our society that we overlook it. It's sometimes called "the invisible discrimination." It's something we have all grown up with. We are exposed to this constantly in advertising, in movies, in television.

Show Transparency #5.

The following is the text of the transparency:

"Sexual harassment can result from communication problems between people."

This concludes the text of the transparency.

This may relate to the way we were brought up, to the different expectations that society has for men and women. For example, in our society, men are taught that when a woman says "no," she may really mean "maybe" or "yes," that she may be playing a game. In fact, the woman may actually be smiling when she says "no"...maybe because she

is embarrassed or even because she does not want to hurt the man's feelings. Remember that in our society many girls are taught to be nurturers, to take care of relationships, to make peace when discord arises.

It would seem to make very good sense to listen to the WORDS that are spoken: when a person says "no," STOP!

Discuss what action harassees should take if they are afraid or even too shy to say, "Stop!"

Remind students of the discussion on the video where one of the boys talks about "maybe grabbing them (girls) because of the way they're dressed." Discuss the female reaction to this male's attitude. Be sure students understand that this "grabbing" may constitute battery.

Show Transparency #6.

The following is the text of the transparency:

"Sexual harassment can result from our acceptance of cultural stereotypes."

This concludes the text of the transparency.

Watch the advertisements on TV or open any magazine, and you'll see men and women looking and behaving "the way they're supposed to be." Please note that the term used was 'supposed to be.' The advertising media, movie stars, and rock stars are continually engaged in an avoidance of the way people REALLY look and behave!

Facilitator will make two columns on board. Label one column "Male" and one column "Female."

Let's list some of the accepted stereotypes for men and women.

Following are some examples of such stereotypes; however, students should be able to add many items to the list.

Male	Female
strong	thin
don't do housework	obsessed with hair and make-up
act tough	want attention from males
always wanting sex	helpless with mechanical things

If we look around us, in the hallways, in this classroom, in the community, we can see that the stereotypical expectations are simply not true to life. This sort of thinking makes all of us, men and women alike, into something less than real human beings. We've been taught that women want constant sexual attention and that men shouldn't take "no" for an answer; that women are sex objects and that all men are, to varying degrees, macho! And unfortunately, some of us are frequently pressured to behave this way...and others of us are pressured to excuse such behavior. "Boys will be boys" or "She asked for it."

People who wish to challenge these roles may find it difficult to do so. Boys who fear their masculinity is in question may have a particularly hard time.

The facilitator should try to elicit examples of such behavior from the students.

Remind students of the segment of the video where the equity consultant and one of the boys speak of "Boys will be boys" as a cop-out, an excuse for "inexcusable behavior." Discuss the differences between male and female thinking as exhibited on the video.

Show Transparency #7.

The following is the text of the transparency:
"Sexual harassment may be due to an abuse of power."

This concludes the text of the transparency.

The experts agree that harassment involves an imbalance of power between people with the harasser always having greater control. It is important to understand that if the VICTIM of harassment can gain power

(find help), then he or she can manage to stop the harassing behavior. If the victim remains powerless, the harassment is likely to continue.

Frequently, harassment has nothing to do with sex. Sex is just the harasser's way of showing power. In this regard, it is similar to rape.

Although it is beginning to slowly change, men have been "in charge" in our society. They have controlled government, business, and education. Because the power between men and women has been unequal, men have generally been the harassers. Studies have shown that men are sometimes reluctant to admit being uncomfortable with female harassers.

In the past, it was unusual to hear of women harassing men. Recently, however, we hear of an increase in such cases as well as cases in which women harass other women.

Discuss segments of the video wherein girls were writing graffiti about another girl, girls were harassing boys, etc.

The facilitator may wish to ask students to list other harassment situations. If time is a problem, proceed to the next paragraph.

Get Transparency # 8 ready.

Other harassment situations might involve a coach harassing a player, a teacher harassing a student, a boss harassing an employee; even a student or a group of students may show power over other kids by harassing them.

We've just examined some of the basic causes of sexual harassment: communication problems between people, our acceptance of cultural stereotypes, and abuse of power.

Supporting these causes are some attitudes we have and some assumptions we make.

Facilitator should make certain that students understand the definition of "assumption," etc. This may be written on the board before class begins and attention called to the definition before each day's training. Later in

this lesson, the word "context" will be used. Be ready to define it as well.

Show Transparency #8.

The following is the text of Transparency #8:

Some Assumptions and Attitudes About Sexual Harassment

1. **This doesn't happen here; we don't have this problem in our school.**
2. **I was just kidding; he can't take a joke.**
3. **She was asking for it; look at the way she's dressed.**
4. **Boys will be boys.**
5. **That can't happen to me; my behavior is harmless.**
6. **This is normal school behavior; everyone here does it.**
7. **She/He is trying to make trouble.**
8. **He/She should have been flattered.**
9. **I didn't touch her/him - so it can't be harassment.**
10. **Now men can't even talk to women!**

This concludes the text of the transparency.

Discuss each of the assumptions. Have students identify other assumptions about males and females, and put these on the board.

Get Transparency #9 ready.

Now, let's look again at some specific behaviors and see whether we can determine whether they are sexually harassing. Remember when we listed flirting behaviors and harassing behaviors? We used a phrase "The Eye of the Beholder" which meant that different people look at things in different ways. Remember, also the definition of sexual harassment. A qualifying word used to define sexual harassment was "unwelcome." Keep that idea in mind as we examine this list.

Show Transparency #9.

Following is the text of Transparency #9:

Asking for a date
Complimenting someone's clothing, hairstyle, etc.
Giving someone a nickname
Unnecessarily touching a person's body or making comments about it
Displays of nude pictures
Graffiti on notebooks, walls, lockers, etc.
Discussing sexual activities in social situations
Letters or phone calls of a sexual nature

This concludes the text of the transparency.

Obviously certain items on the list lend themselves more readily toward being sexually harassing than do others. For example, giving someone an obscene nickname and using it publicly could certainly be considered sexual harassment...in some contexts. Asking someone for a date would NOT be considered sexually harassing...in some contexts. Would it?

The key word here is CONTEXT. What is acceptable in one context may very well not be acceptable in another. Interactions with a group of your close friends wherein you kid each other with the use of amusing and inappropriate nicknames may be acceptable on a camping trip (if you are SURE everyone is in agreement), but this same behavior would certainly not be acceptable in a conference with your school principal .

Asking someone for a date is certainly acceptable, but to continue to pressure, lacing the invitations with sexual suggestions, over a lengthy period of time, and to an unwilling participant could very well be harassment.

Certainly saying to someone, "I like the color of that sweater" is quite different from saying (with inappropriate leers), "I LOVE the way you FILL OUT that sweater!"

Clearly, behavior that is considered appropriate in certain social situations is often found to be inappropriate in school situations or in work settings.

The facilitator may wish to ask students to list such ambiguous situations.

Not only must we be concerned with the specific context of a situation,

but we also must KNOW OUR AUDIENCE. This means that we must consider the possible reaction of the person to whom specific behavior is addressed as well as the reaction of persons who might observe that behavior and be offended. For example, a joke that we might tell in private to our best friend may not be welcomed by the principal or the employer, and, physical intimacy, if it is practiced in the school hallway, may invite hostile environment charges.

We must also consider whether our behavior may be " unwelcome," a word that is part of the very definition of sexual harassment... as well as being a matter of common sense and politeness. Also we have to remember that it may be difficult in some situations to determine whether something is welcome due to the POWER component. Sometimes a person may pretend that specific behavior is acceptable even when it is not...due to the fact that the instigator of that behavior is in a more powerful position than the recipient

The facilitator may wish to ask students to list some situations wherein a person agrees to participate in unwelcome behavior in order to avoid any perceived negative treatment.

Examples might be a student who agrees to participate in a sexual relationship with a teacher or a boss or another student or a student who fails to complain about the offensive sexual jokes told by a group of students out of fear of retaliation.

The Iowa Office for Civil Rights suggests that a major reason people don't speak out is "out of fear." A victim may fear the loss of a job if they don't go along with the harassment, or if they "rock the boat" by making a complaint. People may fear that their complaint may not be taken seriously or that they won't be believed. Being accused of not having a sense of humor or not getting along with the group are other frequent fears.

We all need to remember that SEXUAL behaviors really have no place in the work-place or the educational environment...and anytime we initiate sexual conduct into those inappropriate areas, we risk the chance of incurring a sexual harassment claim.

NO BIG DEAL

PART 3

Get Transparency #1 ready.

Today we're going to take another look at the definition of sexual harassment.

Show Transparency #1.

Please read the text of the transparency to the class.

The following is the text of the transparency.

> **"Sexual harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature, when:**
>
> ***Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;**
>
> ***Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;**
>
> ***The conduct or communication has either the purpose or effect of substantially interfering with a person's education; or**
>
> ***The conduct or communication creates an intimidating, hostile, or offensive educational environment.'"**

This concludes the text of the overhead.

Get Transparency #10 ready.

Show Transparency #10.

The following is the text of the transparency:

QUID PRO QUO

"something for something"

This concludes the text of the transparency.

Get Transparency #10A ready.

There are two kinds of sexual harassment in this definition: in legal language one is called *quid pro quo* and the other is commonly known as hostile environment. Quid pro quo is a Latin term which literally means "this for that" or "something for something." The classic example is an employer telling an employee, "If you'll have a sexual relationship with me, I'll see that you receive a promotion." As we discussed earlier, the employee may go along with such a request, even though it is unwelcome, out of fear of losing the job.

An example of quid pro quo harassment in the educational setting would occur if a teacher or coach used his or her position (power) to threaten a student with reprisals, such as the lowering of a grade or removal from a sports team or extra-curricular activity, if the student refused to go along with suggested sexual activities. Facilitator may choose to ask students to list other examples.

Show Transparency #10A.

The following is the text of Transparency 10A.

HOSTILE ENVIRONMENT

"unreasonably creating an intimidating, hostile, or offensive work environment"

This concludes the text of the transparency.

Hostile environment harassment occurs when someone creates an atmosphere that has the "purpose or effect of unreasonably creating an intimidating, hostile, or offensive" work or educational environment. Examples of hostile environment might include someone's making derogatory gender-specific remarks, such as: "What's a big guy like you doing in a sewing class?"; a teacher asking all the girls with "great legs" to move up front; or the posting of "girlie" or "beefcake" pictures inside locker doors or on the front of notebooks.

Get Transparency #11 ready.

Facilitator may choose to ask students to list other examples.

The important consideration in either quid pro quo harassment or hostile environment harassment is whether the challenged conduct was *unwelcome to the victim.*

Show Transparency #11.

The following is the text of Transparency 11.

IT IS NOT THE VICTIM'S FAULT!
IT IS NOT THE VICTIM'S FAULT!
IT IS NOT THE VICTIM'S FAULT!

This concludes the text of the transparency.

All of us need to remember that harassment is not the victim's fault...even though one of the effects of harassment on the victim is sometimes "self-doubt." Many times victims blame themselves, wondering what they did to cause such a response from the harasser. Did they behave wrongly, dress incorrectly, say something that caused the harasser to harass? Most sexual harassment victims report having the same feelings as those experienced by sexual assault victims! I will repeat- IT IS NOT THE VICTIM'S FAULT.

In your groups, think for a minute about how sexual harassment affects a victim. If you have been sexually harassed, think back to how it made

you feel. If you have never been sexually harassed, then use your imagination. Make a list, please, of how sexual harassment EMOTIONALLY affects the victim.

An interesting exercise is for boys to imagine how they might feel if they were female and a boy were harassing them. Girls might imagine how they might feel if they were male and a girl were harassing them.
Groups will report, and facilitator will write selected examples on board. Examples should include embarrassment, shame, fear, anger, etc.

Facilitator may remind students of the reactions mentioned by the students in the video: sleeplessness, stress, skipping school, hating school, thoughts of suicide, etc.

Now, make another list. This time, write down the ways you can think of that sexual harassment affects the way a victim might BEHAVE at school.

Groups will report, and facilitator will write examples on board.
Examples should include skipping class, lack of trust, loss of friends, developing illnesses, dropping classes (especially non-traditional classes).

As we can see by looking at the lists you have made, sexual harassment has very serious consequences for the victim . It also has very serious consequences for the harasser. What are some of the consequences for the harasser? Remember that harassment is against the law.

Facilitator will list consequences on board as students mention them. Ideas should include law suits (directed at the harasser, or, in the case of a minor, at the parents of the harasser), being fired or suspended, embarrassment, loss of reputation, jail, etc.

It's important to remember that consequences such as these we have listed are usually "last resort" means of stopping harassment. Lawsuits are sometimes lengthy affairs, lasting several years and costing a great deal, either in terms of money or emotional commitment, sometimes both. Besides, the overwhelming majority of victims have a single, simple desire: THEY WANT THE HARASSMENT TO STOP! That's it.

Get Transparency #12 ready.

So, what are the recommended steps to take in stopping harassment?

Show Transparency #12.

Note: the following text is NOT the exact language on the Transparency. Included are comments to be made by the teacher in addition to the text of the transparency.

1. Don't ignore harassment. It almost never gets better "by itself," and, frequently it escalates in force.

2. FOLLOW THE PROCEDURE OUTLINED IN YOUR SCHOOL POLICY. The policy should give you specific information concerning where to seek help. *If you do not have a school policy, follow the following plan:

a. Tell the harasser either in person or in writing that you don't like the behavior, and you want it to stop. You may want to take someone with you when you confront the harasser or when you deliver the letter. Keep a copy of the letter in a safe place.

b. Tell someone else about it. It's a good idea to involve a trusted adult, but, at the very least, tell a friend what is happening to you.

c. Keep a DETAILED diary relating the harassing incidents. Document dates and times as well as behaviors. Discuss how the incidents made you feel. List any witnesses and keep copies of any notes, pictures, etc. that might be pertinent to the harassment.

d. If the behavior continues, write a formal letter of complaint to the harasser. Send it by registered mail (keep the receipt). Keep a copy in a safe place...NOT at school. Use your diary (which you also keep in a safe place) to document details of the incidents. GO TO A SCHOOL AUTHORITY WITH THE COMPLAINT.

e. If the behavior continues, contact a government agency, a social service agency, or a private attorney. The harassment brochure that you were given earlier lists names, addresses, and phone numbers where you can find help.

***It is important to inform students of the timeline specified by the United States Office for Civil Rights. The harassee has one hundred-eighty days from the last incident of harassment in which to report to the OCR. There may be other restrictions specific to individual cases as well.**

At this point, the school policy on student-to-student harassment should be examined EVEN IF STUDENTS HAVE PREVIOUSLY HAD ACCESS TO IT.

The facilitator should carefully explain the complaint procedure and should make certain that students know that they can complain to ANY STAFF MEMBER if they feel uncomfortable in talking to the appointed equity coordinator.

IF THERE IS NO STUDENT-TO-STUDENT HARASSMENT POLICY, the final activity should be for the students to examine the model policy that is included in the Appendix, formulate one of their own, and plan a presentation to their administrators and school board.

Remember that all residents of the United States -regardless of their age- have the right, guaranteed by law, to work and to be educated in an atmosphere free from harassment. We should also remember that accompanying that right are certain responsibilities. We have the responsibility to speak out against harassment in all its forms. We have the responsibility to report incidents and rumors of harassment to the proper authorities. And, especially, we have the responsibility to aid those persons who are afraid to seek help on their own. If we work together, if we care enough, we can stop harassment.

APPENDIX

Additional Questions for Discussion

Case Studies

Case Studies Answer Key

Transparency Masters 1-12

Summary of Primary Laws Concerning Harassment

Glossary

Additional Projects

Model School Policy on Comprehensive Harassment

Agree/Disagree Survey

Answer Guide to Survey

Sexual Harassment Brochure Master

ADDITIONAL QUESTIONS FOR DISCUSSION

1. Do students ever harass teachers?

2. Do teachers ever sexually harass students?

3. Is there a difference between various kinds of harassment (race, color, creed, religion, national origin, gender, age, disability, marital status, or sexual orientation)?

4. What makes a whole person (body, intellect, ethics, etc.)?

5. What should be the responsibility of the student/teacher/ administrator/school board in stopping harassment?

6. Why should we learn assertive behaviors?

7. Should the way people dress affect the attention they receive?

8. Is there pressure to ignore sexual harassment? Who provides the pressure? Why?

9. What kinds of pressure is there on boys to ignore harassment? Is it different from the pressure on girls?

10. Why do you think our society tends to "blame the victim?"

CASE STUDIES

Assign one scenario to each group of students. Students are to determine if harassment occurred and how that determination was reached; the identity of the harasser and the harassed; and how the conflict should be resolved.

1. Karen, a sophomore girl, finds in a desk, a small notebook which contains the names, addresses, and telephone numbers of a large group of girls in her high school. A descriptive passage using explicit language, follows each entry, rating each girl as to her sexual desirability. Karen's immediate reaction is to hide the notebook in her purse. When she raises her eyes, she is aware that the two boys who sit on either side of her are looking at her and laughing.

2. Jim is a junior boy who is very good at music and speech. He keeps in shape by jogging every morning and lifting weights He has been pressured since junior high school to become involved in football, but he is not interested in team sports. He prefers to spend his extra-curricular time with contest events, and he has collected quite a few first place trophies in clarinet and original oratory. Lately, however, members of the football team call him names when they pass him in the hall, and even the coach has muttered at him, "What's the matter? Scared?" Today, he found the word "fag" spray-painted on his car. No one appeared to have observed the incident.

3. Miss Smith is a first-year English teacher. Yesterday when she opened her textbook in front of her first period class, several pictures of nearly nude males, obviously cut from magazines, tumbled from the pages. She was embarrassed but managed to keep her composure. This morning on her desk she found a pornographic paperback with several sexually explicit passages underlined. She mentioned the incidents to a colleague who told her to ignore the matter.

4. When Janet told the junior high counselor that she wanted to take a course in ag mechanics next year in high school, he said, "Of course, that is your right. All courses are open to everyone. However, you should realize that all your classmates will be boys, and you'll probably be in for a lot of kidding. Those boys don't like for girls to invade their turf."

5. Dan is a very shy freshman boy. Lately a group of senior girls have been approaching him at his locker and saying things to him that he finds it difficult to respond to, such as how sexy he is, what a good body he has, and questioning how many girls he has dated. Most recently one of the girls has begun touching Dan, putting her arm around his waist and pulling him close to her as they talk. Dan's primary reaction

is one of embarrassment. He feels the girls are not really interested in dating him and are merely having fun at his expense. He is afraid of making them angry if he protests their behavior.

6. Mr. Hanover meets individually with his speech contest students after school and at night. The classroom door usually has a sign saying, "TIMING: Do not enter." When Connie, an apprehensive first-year contestant, had difficulty relaxing at her first rehearsal, Mr. Hanover began to massage her neck and shoulders. He accompanied the massage with softly spoken comments about the need for a relaxed body and voice in order to do well in contests. Then he proceeded to place his hand on her ribcage and begin a lecture on breath control. Connie was very uncomfortable and left early. The next day she asked a friend to accompany her to the rehearsal. Although Mr. Hanover was pleasant to her companion, he indicated that rehearsals were closed to outsiders. When the door was again closed, Mr. Hanover began to repeat yesterday's behavior, asking Connie if she'd practiced the exercises he'd given her.

7. Miss Cole is a high school English teacher. After graduation, three male students reported that they went to bed with her in order to get an "A" in her class. They advised other male students who wish to succeed in English to follow their example.

8. Ellen, a junior girl, is on work-placement at a local restaurant. The tips are good, and the hours are compatible with her school schedule. However, a group of businessmen have lunch there and subject Ellen to sexual advances and comments. She is thinking about quitting her job because of their behavior.

Case Studies Answer Key

*Note to Facilitator: Remind students that in all cases of harassment or discrimination, it is important to tell somebody (a parent, a friend, a teacher, etc.) about the situation. Students should also be reminded that while an informal resolution to the conflict is to be desired, THEY ALWAYS HAVE THE RIGHT TO FILE A GRIEVANCE OR INSTITUTE A LAWSUIT. Remind students of any pertinent timelines.

Case #1

A. Yes
B. Comments of offensive sexual nature
C. Writer of book and possibly the laughing boys
D. Karen and possibly other girls listed in the book
E. Give the book to the school equity coordinator who should follow through on Karen's complaint. Karen should keep a copy of the book.

Case # 2

A. Yes
B. Comments of offensive nature. Damage to vehicle.
C. Football team members, coach, and unknown vandal
D. Jim
E. Attempt to talk to coach and some team members; talk to equity coordinator; contact police about car damage.

Case # 3

A. Yes.
B. Offensive pictures and passages in book
C. Unknown students
D. Miss Smith
E. Briefly address all her students to the effect that she was offended; that harassment is against the law; and that if it recurs, she will file a grievance.

Case # 4

A. No. This is discrimination, not harassment.
B. Not of sexual nature, but still illegal if the advice keeps Janet from taking the course.
C. NA
D. NA
E. Janet should assert her right to take the class. She should insist on no "kidding" (harassment), and promptly report any that evolves.

Case # 5

A. Yes.
B. Unwelcome touching and sexual innuendo.
C. The girls
D. Dan
E. If Dan can't bring himself to talk to the girls, he should write a letter explaining his feelings. He should also seek help from the equity coordinator.

Case # 6

A. Yes.
B. Although he may be using acceptable coaching techniques, his touching of this student is unwelcome
C. Mr. Hanover
D. Connie
E. If she feels secure enough, Connie should make her feelings known to Mr. Hanover, either verbally or in writing. If he does not respond to her satisfaction, she should tell the equity coordinator. If she is too shy to speak to him on her own, she should seek immediate help from someone she trusts.

Case # 7

A. Yes
B. Sexual rumors
C. The boys
D. Miss Cole
E. She should talk to the boys; talk to her supervisor and the equity coordinator; possibly file a complaint. Remember that the fact that they made an "A" is not proof they went to bed with the teacher.

Case # 8

A. Yes
B. Unwelcome sexual advances and comments
C. The businessmen
D. Ellen
E. She should tell her employer who is liable for conduct in his restaurant. The employer should tell the customers to stop, even if it means dismissing them from his restaurant. Ellen should also tell her work-study teacher. He should tell the customers to stop, even if it means dismissing them from his restaurant. Ellen should also tell her work-study teacher.

Transparency 1

Sexual harassment includes "unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature" when:

*Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

*Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

*The conduct or communication has either the purpose or effect of substantially interfering with a person's education; or

*The conduct or communication creates an intimidating, hostile, or offensive educational environment.

Transparency 2

SEXUAL HARASSMENT	FLIRTING
Feels bad	Feels good
one sided	reciprocal
is degrading	is a compliment
power based	in control
unwanted	wanted
demeaning	flattering
angry/sad	happy
negative self-esteem	positive self-esteem
ILLEGAL	***LEGAL***

Transparency 3

THE

EYE OF THE

BEHOLDER

Transparency 4

ASK YOURSELF THESE QUESTIONS:

1. Would I behave this way in front of my parents, teachers, significant-other?

2. Would I want a picture/story of my behavior published in tomorrow's newspaper?

3. Would I like it if someone behaved this way to my sister, brother, me?

Transparency 5

SEXUAL HARASSMENT CAN RESULT FROM COMMUNICATION PROBLEMS BETWEEN PEOPLE.

Transparency 6

SEXUAL HARASSMENT CAN RESULT FROM OUR ACCEPTANCE OF CULTURAL STEREOTYPES.

Transparency 7

SEXUAL HARASSMENT MAY BE DUE

TO AN

ABUSE OF POWER.

Transparency 8

SOME ASSUMPTIONS AND ATTITUDES

ABOUT SEXUAL HARASSMENT

1. This doesn't happen here; we don't have this problem in our school.
2. I was just kidding; she/he can't take a joke.
3. She/he was asking for it; look at the way she/he is dressed.
4. Boys will be boys.
5. That can't happen to me; my behavior is harmless.
6. This is normal school behavior; everyone here does it.
7. He/she is trying to make trouble.
8. He/she should have been flattered.
9. I didn't touch him/her - so it can't be harassment.
10. Now men can't even talk to women.

Transparency 9

Asking for a date

Complimenting someone's clothing, hairstyle, etc.

Giving someone a nickname

Unnecessarily touching a person's body or making comments about it

Displays of nude pictures

Graffiti on notebooks, walls, lockers, etc.

Discussing sexual activities in social situations

Letters or phone calls of a sexual nature

Transparency 10

QUID PRO QUO

"something for something"

Transparency 10A

HOSTILE ENVIRONMENT

"unreasonably creating an intimidating, hostile, or offensive work environment"

Transparency 11

IT IS NOT THE VICTIM'S FAULT!

IT IS NOT THE VICTIM'S FAULT!

IT IS NOT THE VICTIM'S FAULT!

Transparency 12

STEPS IN STOPPING HARASSMENT

1. Don't ignore harassment.

2. Follow the procedure outlined in your school policy...or...

   Tell the harasser to stop.

   Tell someone else about the situation.

   Keep a diary.

   Write a documented complaint letter.

   Go to a school authority.

   Contact outside help.

SUMMARY OF PRIMARY LAWS CONCERNING HARASSMENT

FEDERAL LEGISLATION:

Title IX of the Educational Amendments of 1972

This is a federal law that prohibits discrimination on the basis of sex against students in educational programs within educational agencies which receive federal funds. This covers admissions, access to courses, programs, and school activities, as well as board and administrative policies. The agency responsible for enforcement is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title VII of the Civil Rights Act of 1964

Title VII prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in educational agencies with 15 or more employees. Areas such as recruitment, hiring, promotion, salaries, benefits, and retirement are covered. The agency responsible for enforcement is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984. These prohibit discrimination on the basis of sex in vocational education programs. The law requires components on nondiscrimination in all vocational education plans.

IOWA STATE LEGISLATION:

Chapter 280.3 - Uniform School Requirement - Iowa Code.

Chapter 280.3 prohibits discrimination on the basis of race, color, creed, sex, marital status, or national origin in the public schools of Iowa. It covers all components of the educational program. The Iowa Civil Rights Commission and the Iowa Department of Education are the enforcement and monitoring agencies respectively for this legislation.

Chapter 601.9 - Civil Rights Commission - Iowa Code

This section of the Code prohibits discrimination on the basis of race, sex, national origin, creed, color, religion, disability, and parental/family, or marital status in educational programs in the state of Iowa. It includes admission and recruiting, intramural and interscholastic athletics, employment and all educational programs. The enforcement agency is the Iowa Civil Rights Commission. The Department of Education has monitoring and technical assistance responsibilities.

Section 19B.11 Iowa Code

This legislation confirms the state policy of nondiscrimination in employment in school districts, area education agencies, and merged area schools. It requires that the State Board of Education adopt rules requiring affirmative employment strategies in the recruitment, appointment, assignment, and advancement of personnel. It covers race, creed, color, religion, national origin, sex, age, and disability.

Additionally, there are many state tort laws which can be invoked with regard to sexual harassment.

GLOSSARY

AMBIGUOUS:	**susceptible to one or more meanings; doubtful**
ASSUMPTION:	**taking something for granted without making sure it is right**
COMPONENT:	**a part helping to make a whole**
CONTEXT:	**the setting in which one displays a particular behavior**
DISCRIMINATION:	**a difference in treatment between persons, things**
EXPLICIT:	**not merely implied, but clear and unambiguous**
IMPLICIT:	**hinted at**
LIABLE:	**answerable, responsible**
STEREOTYPE:	**attributing abilities, behaviors, interests, or values to individuals and/ or groups based on their sex or race**
SUBMISSION:	**to yield oneself to another with humility**

ADDITIONAL PROJECTS

1. Invite a speaker from a rape crisis center or prevention center to speak to the students.

2. Survey the types of books available in your school library and your local public library. Request that people of all ages have access to gender-fair materials and materials on harassment.

3. Contact businesses to provide role models to help dispel the myths that some fields are "appropriate" for one sex only.

4. Assess the enforcement of Title IX in your schools. Are there policies and/or procedures that adversely affect either sex?

5. Have students find a TV commercial, program, or magazine advertisement that exploits either men or women. Have them write letters of complaint to the sponsors.

6. Have students develop skits about harassment for use with younger students.

7. Have students research and write papers on the various sorts of harassment and discrimination. Publish articles in the school paper or the community newspaper.

8. Have students interview parents, grandparents, etc. to determine how harassment may have affected their lives.

9. Encourage students to design bulletin boards for all schools in the district.

10. Consider establishing a support group to deal with the issues of harassment and discrimination.

__Female ____Male _____School

A G R E E / D I S A G R E E S U R V E Y

Sexual Harassment

The following statements represent varying facts, opinions, and perspectives on sexual harassment. In the margin to the left, circle either **Agree (A)** or **Disagree (D)** to indicate your answer.

Agree	Disagree		
A	D	1.	Sexual Harassment occurs more often to women in "blue-collar" jobs (for example: bus drivers, factory workers) than to women in professional jobs (for example: teachers, nurses, lawyers).
A	D	2.	The number of men being sexually harassed by women is on the rise.
A	D	3.	If a woman dresses or behaves "properly" she will not be the target of unwanted sexual advances at work or school.
A	D	4.	More and more women are filing false charges of sexual harassment.
A	D	5.	The employer is not legally liable (responsible) for sexual harassment between co-workers, but is liable for it between supervisors and their employees.
A	D	6.	The school is legally liable for sexual harassment between students.
A	D	7.	Women in non-traditional jobs (jobs that have usually been all male) are the most likely group to experience sexual harassment.
A	D	8.	Most women enjoy getting sexual attention at work and at school.
A	D	9.	Sexual harassment is a problem in school.
A	D	10.	A firm "NO" is enough to discourage anyone from sexually harassing.
A	D	11.	A little harmless sexual teasing and joking makes the school day fun.

Agree	Disagree		
A	D	12.	A good teacher will know if sexual harassment is occurring in his/her classroom.
A	D	13.	Most women and girls at work/school use their sexual attractiveness to get their way.
A	D	14.	Sexual harassment can occur between members of the same sex.
A	D	15.	The majority of working women have never experienced sexual harassment in the workplace.
A	D	16.	Most men enjoy getting sexual attention at work and school.
A	D	17.	Most sexual harassment cases are reported by the victim.
A	D	18.	Most men and boys at work/school use their sexual attractiveness to get their own way.
A	D	19.	Women of other races are sexually harassed more than white women.
A	D	20.	Only people in authority--such as teachers, bosses, principals and supervisors--commit sexual harassment.
A	D	21.	The best way to handle sexual harassment is to ignore it.
A	D	22.	Both the victim and the harasser must think of the behavior as sexual harassment before it can be considered illegal.

Reprinted from

Sexual Harassment To Teenagers:
It's Not Fun./It's Illegal

Minnesota Department of Education

ANSWER GUIDE
AGREE/DISAGREE SEXUAL HARASSMENT SURVEY

The following statements represent varying facts, opinions, and perspectives on sexual harassment. In the margin to the left, circle **Agree (A)** or **Disagree (D)** to indicate your answer.

Agree	Disagree		
A	D	1.	Sexual Harassment occurs more often to women in "blue-collar" jobs (for example: bus drivers, factory workers) than to women in professional jobs (for example: teachers, nurses, lawyers).
		D.	This has not been proven but rather it is thought that women in all professions receive about the same amount of sexual harassment. It is felt that "blue collar" women are probably victims of more overt types of sexual harassment while professional women experience more implicit and "sophisticated" harassment.
A	D	2.	The number of men being sexually harassed by women is on the rise.
		A.	As more and more women enter the work-force and management positions, it seems that there is an increase in sexual harassment complaints by men. This seems to be more prevalent in traditionally female careers. It will probably never reach the same proportion of males to females however, because we have a male dominated society.
A	D	3.	If a woman dresses or behaves "properly" she will not be the target of unwanted sexual advances at work or school.
		D.	This thinking is a myth that perpetuates the "blame the victim" kind of mentality. Women/girls may dress seductively because of social conditioning to be a "sex object". Dressing for business does <u>not</u> prevent sexual harassment from occurring any more than dressing seductively causes it. Dressing seductively, however, increases the likelihood of being harassed because people buy into the myth that women dress that way to invite sexual attention.

Agree	Disagree		
A	D	4.	More and more women are filing false charges of sexual harassment.
		D.	Very few false charges are made. The majority of women don't file a charge or complaint if they **are** victims so it stands to reason that a false accusation - though it happens - is rare. Discussing sexual harassment is embarrassing and victims report that it evokes many of the same feelings as with sexual assault. However, it's worth noting that to file a false charge of sexual harassment would in itself be sexual harassment.
A	D	5.	The employer is not legally liable (responsible) for sexual harassment between co-workers, but is liable for it between supervisors and their employees.
		D.	The employer is legally responsible for sexual harassment occurring between co-workers as well as between teachers and students or among school staff.
A	D	6.	The school is legally liable for sexual harassment between students.
		A.	The school is legally liable (responsible) for sexual harassment between co-workers as well as between supervisors and their employees.
A	D	7.	Women in non-traditional jobs (jobs that have usually been all male) are the most likely group to experience sexual harassment.
		A.	Women in non-traditional jobs are in the minority in those jobs and receive more sexual harassment, perhaps because the men resent the women entering their domain. It is believed that men in traditionally female also jobs also experience increased harassment.

Agree Disagree

A D 8. Most women enjoy getting sexual attention at work and at school.

D. Most, not all, women feel uncomfortable with sexual attention at work and would rather receive attention crediting them for their work performance.

A D 9. Sexual harassment is a problem in school.

A. Studies are showing that approximately 50% of high school students are sexually harassed at school. Though there is no study to indicate how many junior high school students are harassed, early evidence seems to indicate that it's a problem there too.

A D 10. A firm "NO" is enough to discourage anyone from sexually harassing.

D. While it is important to clearly communicate your feelings about the sexual attention, it does not always stop the harassing behavior. Saying "no" won't work if sexual harassment is motivated by power. It is difficult to say "no" to a teacher, coach, bully, and the "popular" kids. A person who complains about sexual harassment is often rejected by other kids and labeled a troublemaker. Our society still perpetuates the myth that "no" means "maybe" or "yes".

A D 11. A little harmless sexual teasing and joking makes the school day fun.

D. This is a matter of opinion, but remember: sexual harassment is in the eye of the beholder, so what is harmless and flirtatious to one may be offensive to another.

Agree	Disagree		
A	D	12.	A good teacher will know if sexual harassment is occurring in his/her classroom.
		D.	Most sexual harassment seems to occur in classrooms. The teacher may be aware of "something" happening - due to behavior change, lowered grades, etc., but not know it to be sexual harassment until investigation. Perhaps the teacher knows, but doesn't know how to respond, or buys into social conditioning and accepts it as a way of life. Perhaps the district offers no support in the form of policy or procedure, or the sexual harassment is very subtle and hard to detect.
A	D	13.	Most women and girls at work/school use their sexual attractiveness to get their way.
		D.	While a few women may, indeed, use their sexuality, the idea of "sleeping her way to the top" is a myth. Again, women would like to be recognized for their personhood and work performance and not as a sex object.
A	D	14.	Sexual harassment can occur between members of the same sex.
		A.	At least 25% of all males are sexually harassed by other males and 3% of females are sexually harassed by other females. The law protects and applies for homosexual harassment too. "Lezzie" and "faggot" are words of sexual harassment.
A	D	15.	The majority of working women have never experienced sexual harassment in the workplace.
		D.	Studies show 50-90% of working women have experienced sexual harassment at work. It is a major problem in business, on college campuses and we now know it is a problem in the K-12 schools too.

Agree	Disagree		
A	D	16.	Most men enjoy getting sexual attention at work and school.
			A and/
			D. Men do not enjoy being sexually harassed (the key word here is unwelcome Men, however, tend to receive less sexual attention at work and, when they do, they often report being flattered by it.
A	D	17.	Most sexual harassment cases are reported by the victim.
			D. No. Victims are often met with ridicule, hostility and doubt. As with rape cases, they are often blamed for bringing it on themselves.
A	D	18.	Most men and boys at work/school use their sexual attractiveness to get their own way.
			D. They wouldn't do this anymore than a woman. They'd prefer to be recognized for work experience.
A	D	19.	Women of other races are sexually harassed more than white women.
			A. Myths, such as the notion that black women are exposed to sex at an early age and enjoy sexual attention, perpetuate the behavior. Also, women of color tend to be in lower paying jobs, which increases their risk.
A	D	20.	Only people in authority - such as teachers, bosses, principals and supervisors - commit sexual harassment.
			D. Other students, customers, friends, and co-workers also are capable of illegal sexual harassment.
A	D	21.	The best way to handle sexual harassment is to ignore it.
			D. Sexual harassment which is ignored tends to escalate. It is important to inform the harasser that the attention is unwanted.

Agree	Disagree		
A	D	22.	Both the victim and the harasser must think of the behavior as sexual harassment before it can be considered illegal.
		D.	It is **only** the victim's perspective that matters.

Model School Policy on Comprehensive Harassment

I. The Policy

A. It is the policy of the _____ Community Schools to maintain a learning and working environment that is free from harassment. No employee or student of the district shall be subjected to sexual harassment nor shall any employee or student of the district be subject to harassment on the basis of race, color, creed, religion, national origin, gender, age, disability, marital status, or sexual orientation.

B. It shall be a violation of this policy for any member of the _____ Community Schools staff to harass another staff member or student through conduct of a sexual nature or conduct designed to reduce the dignity of that individual with respect to race, color, creed, religion, national origin, gender, age, disability, marital status, or sexual orientation. It shall also be a violation of this policy for students to harass other students or staff through conduct of a sexual nature or conduct designed to reduce the dignity of that individual with respect to race, color, creed, religion, national origin, gender, age, disability, marital status, or sexual orientation.

C. Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and board policy and procedures governing harassment within his or her school or office.

D. Violations of this policy or procedure will be cause for disciplinary action up to and including expulsion or dismissal.

II. Definitions

A. Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement or of a student's participation in school programs or activities;

2. submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student;

3. such conduct has the purpose or effect of unreasonably

interfering with an employee's or student's performance or creating an intimidating or hostile working or learning environment.

4. Sexual harassment, as set forth in Section II-A, may include, but is not limited to the following:

-verbal or written harassment or abuse
-pressure for sexual activity
-repeated remarks to a person with sexual or demeaning implications
-unwelcome touching
-suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, job, etc.

B. Harassment on the basis of race, color, creed, religion, national origin, gender, age, disability, marital status or sexual orientation means conduct of a verbal or physical nature that is designed to embarrass, harry, distress, agitate, disturb, or trouble persons when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement or of a student's participation in school programs or activities;

2. submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student;

3. such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating or hostile working or learning environment.

4. Harassment, as set forth in Section II. B, may include, but is not limited to the following:

-verbal, physical, or written harassment or abuse
-repeated remarks of a demeaning nature
-implied or explicit threats concerning one's grades, job, etc.
-demeaning jokes, stories, activities directed at a student or employee

III. Procedure

Staff and/or students who feel they have been harassed or who feel they have witnessed incidents of harassment are encouraged to contact the Equity Coordinator or any other staff member. Employees and students are advised that all reports will be kept as confidential as is possible and that

retaliation will not be tolerated.

IV. Notification

Notice of this policy will be circulated to all schools and departments of the _____ Public Schools and incorporated into parent, teacher and student handbooks. Training sessions on this policy and the prevention of sexual harassment shall be held for teachers and students in all schools on an annual basis.

Name.....Phone.....
(Equity Coordinator)

Name.....Phone.....
(Alternate contact)

*Note: The language in I. The Policy, subsections A and B must include race, color, creed, religion, national origin, gender, age, disability, or marital status since these are classes protected by law. Any other additions or deletions are at the discretion of the district.

Also, districts may wish to add additional language to the "Procedures" section (III). Be sure to include language concerning "any staff member" as well as "confidentiality and retaliation." School districts are advised to seek the advice of their attorney before adopting ANY harassment policy.

Actions to take if you are being harassed:

Tell the harasser to stop. Say, "I don't like it when you..."

Remember:

You are not to blame if someone harasses you.

Your school should have a policy on sexual harassment AND should educate students on prevention of harassment AND should have a disciplinary procedure specifying punishment for offenders. Therefore, *if the harassment does not stop, report the incidents to your parents, the school's equity coordinator, a counselor, or someone else you trust. These people should help you talk to school authorities in order to obtain disciplinary action against the harasser.*

OR ⇨

If these actions don't help, call any of these numbers and report your problem.

Remember: You are protected by Law!

Molly Wheeler
Gender Equity Consultant
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146
(515) 281-3848

Iowa Civil Rights Commission
211 East Maple, 2nd Floor
Des Moines, Iowa 50309
(515) 281-4121

United States Office for Civil Rights
U.S. Department of Education, Region VII
10220 North Executive Hills Blvd.
8th Floor
Kansas City, Missouri 64153-1367
(816) 891-8103

This brochure is funded under Title IV of the Civil Rights Act of 1964 Grant from the United States Department of Education.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, creed, religion, national origin, gender, age, disability or marital status.

GRAPHIC ARTIST - Sharon Kay Wills

What Every Student Should Know...

The Iowa Department of Education, Educational Equity Section, has published this pamphlet for students in Iowa.

1 What is Sexual Harassment?

The United States Government defines sexual harassment as:

UNWELCOME

sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when it interferes with a student's class-work, extra-curricular activities, or school life in general, especially when school authorities do nothing to help the student.

2

Sexual harassment may be a problem for many students, both at school and on their jobs. It is a form of sexual discrimination and it is

ILLEGAL!

The Civil Rights Act of 1964 protects the teen at work, and Title IX of 1972 protects the teen at school.

3 Are You Being Harassed?

These behaviors MAY be sexually harassing:

Physical: touching, cornering, pinching, grabbing, staring or leering.

Spoken: Sexual jokes, comments about someone's body, demanding or suggesting sex, demeaning comments about a woman's pregnancy or menstrual period, comments about someone's sexual prowess.

Written: Bathroom graffiti, letters, notes or pictures, displays, or signs

4

Are YOU Being a harasser?

Ask yourself these questions:

1. Would I behave this way in front of my parents or teachers?
2. Would I want a picture/story of my behavior published in tomorrow's newspaper?
3. Would I like it if someone behaved this way to my sister, brother, me?